



## East Elementary

901 East Harrison Street  
Dillon, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	615 Students	
<b>Principal</b>	Woody Monahan	843-774-1222
<b>Superintendent</b>	D. Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Good	Excellent
2005	Good	Below Average
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

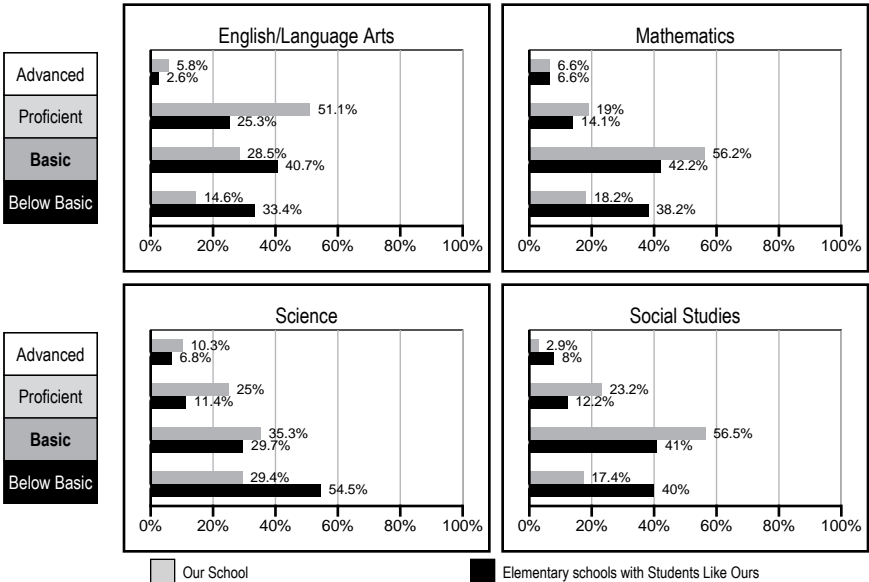
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	8	55	62

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=615)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.9%	Down from 6.9%	3.1%	2.3%
Attendance rate	96.2%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	4.3%	Down from 8.3%	3.4%	10.4%
With disabilities other than speech	3.4%	Down from 4.6%	7.8%	7.5%
Older than usual for grade	2.9%	Up from 1.4%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	54.5%	Up from 50.0%	54.4%	56.7%
Continuing contract teachers	75.8%	Up from 69.4%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Down from 93.4%	83.2%	86.4%
Teacher attendance rate	95.6%	Up from 95.4%	95.0%	94.9%
Average teacher salary	\$44,191	Up 5.0%	\$43,916	\$45,345
Professional development days/teacher	14.4 days	Down from 15.1 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	24.7 to 1	No Change	16.7 to 1	18.5 to 1
Prime instructional time	90.6%	Up from 90.0%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$4,701	Down 14.0%	\$8,115	\$7,052
Percent of expenditures for instruction*	74.1%	Up from 66.1%	68.9%	69.1%
Percent of expenditures for teacher salaries*	57.9%	Down from 61.5%	62.2%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

East Elementary School has a long history of academic success based on high expectations, a caring atmosphere, and acceptance of individual differences. Students learn in a traditional setting that nurtures the character traits of responsibility, obedience, citizenship, honesty, respect, and cooperation. Students are taught through example and encouraged to grow personally as well as academically.

The opportunities at East Elementary continue to enhance the growth of our students. The Reading Counts and Book-It programs encourage children to read and this can be easily seen through the vast circulation of materials in the library. Students that do not speak English as their first language have special classes to help them bridge the difficulty of translation from one language to another. Some teachers and assistants have been trained in the Sonday program, a remedial reading program, to help those that need extra help. Within the few months of implementation of this program gain has been noted with many of the students. Those trained look forward to seeing even more success with full implementation next year.

Our PTO encourages parent involvement in support of our students and works tirelessly to provide incentives to the students and teachers. This is greatly due to the vast parent support that we have for our PTO and our school. Together this partnership proves that education is a top priority for our community.

Bobbie Walters, Interim Principal  
 Katrina Newell, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	132	106
Percent satisfied with learning environment	97.1%	96.9%	85.7%
Percent satisfied with social and physical environment	94.1%	86.2%	79.0%
Percent satisfied with school-home relations	90.9%	97.0%	79.6%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	140	100	14.6	28.5	51.1	5.8	67.9	34.8	48.2	Yes	Yes
<b>Gender</b>											
Male	62	100	16.7	30	46.7	6.7	65	29.1	41.7	N/A	N/A
Female	78	100	13	27.3	54.5	5.2	70.1	40.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	49	100	8.5	23.4	57.4	10.6	76.6	49.6	60	Yes	Yes
African American	76	100	16	30.7	50.7	2.7	65.3	30.1	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	38.8	38.4	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	23.9	47	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	38.5	38.5	23.1	0	38.5	14.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	40.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	118	100	15.5	30.2	49.1	5.2	66.4	32.2	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	140	100	18.2	56.2	19	6.6	42.3	34.3	45.8	Yes	Yes
<b>Gender</b>											
Male	62	100	15	53.3	23.3	8.3	46.7	32.1	45.6	N/A	N/A
Female	78	100	20.8	58.4	15.6	5.2	39	36.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	49	100	4.3	63.8	23.4	8.5	57.4	52.7	59	Yes	Yes
African American	76	100	26.7	50.7	18.7	4	36	28.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	26.1	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	30.8	46.2	15.4	7.7	30.8	14.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	118	100	19	58.6	18.1	4.3	39.7	31.7	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	69	100	29.4	35.3	25	10.3	35.3	19.7	35.7	96.2	94.1
Gender											
Male	32	100	19.4	45.2	22.6	12.9	35.5	18.7	37.4	96.1	93.4
Female	37	100	37.8	27	27	8.1	35.1	20.7	33.8	96.3	94.9
Racial/Ethnic Group											
White	22	100	19	42.9	33.3	4.8	38.1	34.1	49.2	95.6	93.6
African American	41	100	31.7	34.1	22	12.2	34.1	14.4	17	96.8	94.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.8	96.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30.3	24.9	96.7	95.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	20.6	37.4	94.3	88.4
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	5.1	14	94.4	93.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.4	96.6	95.1
Socio-Economic Status											
Subsided meals	59	100	27.1	37.3	27.1	8.5	35.6	17.5	21.1	96.1	94.2
Social Studies											
All Students	71	100	17.4	56.5	23.2	2.9	26.1	17.7	34	96.2	94.1
Gender											
Male	30	100	10.3	58.6	24.1	6.9	31	17.9	36.6	96.1	93.4
Female	41	100	22.5	55	22.5	0	22.5	17.6	31.3	96.3	94.9
Racial/Ethnic Group											
White	27	100	7.7	61.5	26.9	3.8	30.8	27.4	44.5	95.6	93.6
African American	35	100	23.5	50	26.5	0	26.5	14.7	19.1	96.8	94.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.8	96.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	18.9	27.5	96.7	95.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	12.1	32.7	94.3	88.4
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	7.3	14.4	94.4	93.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	20	27.3	96.6	95.1
Socio-Economic Status											
Subsided meals	59	100	19.3	59.6	19.3	1.8	21.1	15.7	21	96.1	94.2

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	129	100	13.6	34.4	47.2	4.8	52
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	140	100	14.6	28.5	51.1	5.8	56.9
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	129	100	12	48.8	27.2	12	39.2
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	140	100	18.2	56.2	19	6.6	25.5
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	64	100	38.7	38.7	17.7	4.8	22.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	69	100	29.4	35.3	25	10.3	35.3
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	65	100	15.9	55.6	20.6	7.9	28.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	71	100	17.4	56.5	23.2	2.9	26.1
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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